

**Classification:** Training Officer-Senior  
**Working Title:** Division Learning Specialist  
**Location:** Rhinelander or Madison

**POSITION SUMMARY:** The Forestry Division's Learning Specialist aligns the development of people with the strategic goals of the Division. The Forestry Learning Specialist leads policy development and management for the statewide learning programs to empower forestry staff and ensure their maximum effectiveness and contribution to meeting organizational goals. This position is the statewide technical expert for the Division in learning and professional development, leading the Division through leadership, innovation, adaptation, best practices, and transfer of knowledge. The Forestry Learning Specialist is a key internal and external consultant for staff, leadership, inter-divisional teams, and partner groups. This position maintains cutting-edge knowledge and expertise by staying abreast of current research and maintaining an effective professional network. The customer base for this position is 450-500 Division staff, including four bureaus and three districts, as well as colleagues throughout the Department and key partner groups such as other educational organizations and institutions, including corresponding programs in other state and federal agencies.

**LOCATION, GEOGRAPHIC SCOPE & TRAVEL REQUIREMENTS:** This position is located in Rhinelander or Madison with responsibilities statewide. Routine statewide travel and occasional national travel is required.

**SCOPE OF AUTHORITY:** This position works under the general supervision of the Chief, Division Effectiveness Section within the Bureau of Forestry Business Services.

**GOALS & ACTIVITIES:**

**40%    A.    Coordinate Learning Program**

- A1. Serve as primary expert for the Division's technical, managerial, and leadership learning and professional development program and lead the Division in the adoption of the principles and practices of a learning organization.
- A2. Provide expertise and counsel to Division leadership and for program direction, policy, and problem-solving. Design, interpret, and implement complex and novel program policy.
- A3. Consult with the Forestry Operations Team, Team Leaders, field staff, and other appropriate Division staff to identify leadership/managerial learning needs based on work planning priorities, strategic initiatives, and emerging issues.
- A4. Direct and develop the Division's learning needs assessment, Division-wide "Learning Plan", and evaluation efforts to better prepare staff to meet the short- and long-term strategic goals of the Division. Ensure learning resources and programs are in place to meet these goals.
- A5. Develop position learning standards. Design an integrated, multi-level technical and managerial curriculum for critical job families, including continuing education and professional development standards, by function, for Division positions
- A6. Assess staff knowledge needs in forest management, forest protection, and management and leadership skills. Propose sound customized learning strategies to meet those needs as required by accreditation and certification programs and the Division.
- A7. In collaboration with the Forestry Workforce Development Specialist, coordinate a technical and managerial mentoring and performance management program for new employees, including guidelines and tools for mentors and supervisors.
- A8. Develop and implement individualized learning plans to strengthen an employee's existing knowledge or skills in forest management and forest protection as well as managerial skills needed to be successful.

- A9. Collaborate with Division leadership to contribute to Division strategic initiatives, such as change management, organizational design, organizational development, and succession planning.
- A10. Represent supervisory, mentoring, and learning needs in Department and Division-wide work planning.
- A11. Report and evaluate accomplishments to Division and Department leadership or other entities as requested.

**35% B. Research and Develop Program Systems and Policy**

- B1. Research, develop and implement policies and procedures related to the Division's learning and professional development programs, leadership development, organizational effectiveness and development initiatives, human resources practices, and staff development programs.
- B2. Serve as primary program expert and develop issue briefs, budget initiatives, and other policy memos that analyze issues, articulate alternatives, and provide recommendations to leadership on decisions regarding the Division's learning program.
- B3. Direct, develop, and design protocols for learning opportunities across programs. Provide consultation on development of new learning opportunity concepts as needed.
- B4. Direct and manage the development of learning leaders across programs.
- B5. Create, manage, monitor and evaluate systems and practices that develop a learning culture. Organize and facilitate learning forums for networking and communication amongst staff (e.g. learning circles, communities of practice, informal and collaborative opportunities, social networking experiences).

**5% C. Manage Internal and External Partnerships**

- C1. Act as a liaison with universities and other institutions of higher learning with regard to the technical and managerial knowledge and skills desired by the Division in employment candidates.
- C2. Represent the Division on teams and committees convened by partner universities and federal and state agencies regarding adult learning, learning organizations, and professional development.
- C3. Collaborate with external groups to develop opportunities that increase return on investment for the Division and partners. Seek partnerships that increase the efficiency and effectiveness of the Division as a learning organization.

**15% D. Manage Learning Program Performance**

- D1. Integrate performance management processes with learning and workforce development programs.
- D2. Develop and implement a performance management tracking system for field personnel, including evaluations and task books.
- D3. Advise supervisors of new staff on how to perform monthly performance reviews during probation. Review performance reviews of new staff in order to manage the on-boarding process and with supervisors, coordinate additional learning opportunities, coaching, or mentoring to improve performance.
- D4. Evaluate learning organization effectiveness. Recommend to leadership how to design and establish benchmarks that measure the impact and effectiveness of learning organization programs and professional development programs on the organization's overall performance.
- D5. Direct the collection and analysis of data to measure success of assigned program(s).
- D6. Report results of performance measurement to leadership and to affected staff.

D7. Recommend adaptations to improve performance as needed.

**5% E. Provide Other Staff Services**

- E1. Complete emerging staff services that are important to the success of the forestry program.
- E2. Serve as a member on specialist teams, working groups, ad hoc teams etc.
- E3. Participate in job-related training and organizational meetings as assigned by supervisor.
- E4. Perform other position-related duties as assigned.

**KNOWLEDGE, SKILLS AND ABILITIES**

Upon Appointment:

1. Knowledge and skills related to developing, implementing, monitoring, and evaluating organizational training and learning programs.
2. Oral and written communication skills.
3. Presentation skills.
4. Team leadership skills.
5. Problem solving and critical thinking skills.

Full Performance:

6. Knowledge of all Department programs in addition to the Division of Forestry's programs in forest management and forest protection.
7. Skill in leading organizational leadership and/or teams in the assessment, analysis, and implementation of learning protocols and/or programs.
8. Knowledge and skills related to project management.
9. Knowledge of business and management principles involved in strategic planning, resource allocation, human resource modeling, and coordination of people and resources.
10. Knowledge of performance management and measurement and organizational development for the Division.
11. Knowledge of Division policies and programs, including statutes, rules, handbooks.
12. Knowledge of forestry interests and partners throughout the state and nationally and internationally.

**PHYSICAL REQUIREMENTS & ENVIRONMENTAL FACTORS:**

Physical requirements include talking in front of groups, sitting for long periods of time, and lifting and carrying 5 to 30 lb. Environmental factors include working indoors in an office setting and independently traveling to offices around the state.

## **PD Addendum of WI DNR Competencies**

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### **Service Excellence for Customers & Partners**

- Make excellent customer/partner service a top priority and actively seek to improve it.
- Work to identify and understand the needs of others and strive to create the most value for them, focusing on their satisfaction.
- Responsive to changes in customer/partner goals, deliver on promises, follow-up appropriately thus service delivery is marked by fairness, integrity, high ethical standards and the utmost respect for others in order to generate trust as an outcome.
- Actively seeks to achieve results that best strike the balance with the Division's service role and regulatory authority with the customer/partner goals.

### **Effective & Fair Decision Making**

- Analyze situations fully and accurately to reach productive, and where appropriate, uniform decisions. Consult appropriate parties/stakeholders as necessary and identify the key concerns and/or issues that need to be addressed in order to make the best decision possible.
- Discern the pertinent facts and develop clearly based objective criteria.
- Make timely, well-reasoned decisions by integrating information and perspectives appropriately.
- Evaluate the immediate and longer-term consequences of decisions.
- Use sound professional judgment in their analyses and decisions.

### **Effective Communication**

- Express ideas in a clear, concise, and effective manner, both orally and in writing.
- Ability to present, facilitate and instruct as part of staff meetings and partner activities.
- Use correct grammar and sentence structure in communications.
- Strong listening skills, particularly when different viewpoints are expressed.
- Openly share information, transparent and keep all concerned parties informed.

### **Interpersonal Relationships & Partnership Building**

- Build and effectively utilize relationships and influence networks to achieve goals.
- Share knowledge and build trust with colleagues, managers and external partners.
- Tactful when dealing with sensitive issues and personalities.
- Exercise social intelligence: have a high level of self-awareness, are aware of impact on others.
- Work through complex situations effectively, diplomatically and with sensitivity without losing credibility or trust.
- Recognize sensitive information and exercise discretion.
- Approach professional conflicts in a constructive manner. Refrain from personal attacks and excessive emotions.
- Demonstrate sound judgment under pressure and retain focus on desired business outcomes in difficult conditions.
- Proactive in addressing problems.
- Exemplify the commitment to the DNR's core value of respect- to work with people, to understand each other's views and to carry out the public will; maintain integrity and treat everyone with fairness, compassion, and dignity.

### **Demonstrates Leadership**

- Establish vision, set direction and initiate strategy by analyzing forces and trends that impact the program. Anticipates future needs, challenges and identifies potential options and constraints; critically evaluates information to promote the most effective position.
- Identify the implications of decisions and actions on people, other parts of the organization, external partners and customers. Understand the abstract and think in terms of whole systems and complex interrelationships. Synthesize large, disparate bodies of information.
- Mobilize staff to face and tackle tough challenges. Facilitate staff through the change process by helping them to navigate loss and work through discomfort so that they can adapt to emerging conditions and see the potential within broader organizational strategies and priorities.
- Establish formal and informal relationships with others to provide feedback, information, support and resources to help them develop new or higher levels of skill and ability.
- Empower others to reach higher levels of performance through trust, delegation, participation and coaching.
- Provide direction, support and encouragement amongst their team colleagues and partners.
- Hold up high standards of excellence towards the accomplishment of desired outcomes and objectives.
- Inspire confidence and respect which is motivating for others, builds positivity; keep the team cohesive and partners confidently engaged.